

Supporting Science

There are lots of different ways that you can help your child(ren) to learn more about science.

You will find that it is possible to have authentic scientific conversations with your child from a very young age. However, these conversations will become more sophisticated over time. Your child will demonstrate increasing capacities to describe; give reasons; make predictions and suggest explanations.

If your child says something that you think is 'wrong', rather than immediately telling them the 'correct' answer, challenge them to explain their reasons why. Often this will help them reveal to themselves the limitations of their emergent theories.

Descriptions – the vocabulary to describe different features of the world, and their ideas and theories about how and why things might work.

The water is frozen,

... the ice is smooth...

... the ice is translucent ...

Reasons – give your child time to explain *why* they think something is so/ happened. Your coat keeps you warm because ...
... the fluffy fabric makes you hot ...
... it traps in the warmth of your body ...

Predictions – encourage your child to think about the knowledge and

understanding that they are starting to apply to their expectations about how and why things happen.

Using a longer stick as a lever to move this stone will mean that ...

When the cake is cooked the properties of the ingredients will change because...

Explanations – talk to your child about the different things they know about something that could be associated with a particular outcome.

The sand castle fell down because ...

... the sand was too dry ...

... you hit the bucket too hard ...

... the bucket was blue ...

Places to visit in or near to Cambridge

There are LOTS of fantastic resources available to support scientific exploration and thinking. Most of them are free, and offer great ways for children to get involved.

Here are a few that we know about (please do tell us about others you know of & we will add them to the list!).

Botanic Garden, Brookside

<http://www.botanic.cam.ac.uk/>

Cambridge Museum of Technology, Riverside

<http://www.museumoftechnology.com/>

Museum of Zoology, Downing Street.
<http://www.museum.zoo.cam.ac.uk/>

The Polar Museum, Lensfield Road.

<http://www.spri.cam.ac.uk/museum/>

Whipple museum of the history of science, Free School Lane.

<http://www.hps.cam.ac.uk/whipple/>

The Sedgwick Museum of Earth Sciences, Downing Street.

<http://www.sedgwickmuseum.org/>

Wandlebury Country Park

<http://cambridgeppf.org/wandlebury-country-park.shtml>

Whenever you visit, look out for free trails, explorer kits and hands on activities for children and families. Many museums also run clubs, weekend and school holiday activities and provide online resources to use at home.

These include:

Explorers Kits & Young Zoologists Club (Zoology)

Backpacks & First Saturday Fun (Botanic Garden)

Discovery Boxes (Sedgwick)

Gallery Play Box (Classical Archaeology)

Cool Club (Polar Museum)

Online Gallery Challenge (Whipple)

Be careful.

[illegible]

Be careful.

1988

1989

Supporting Science at Home

Some ideas from the science team @Mayfield Primary School

What
happie

A stick figure is shown from the back, holding a large arrow that points towards a large 'X' marked on a wall. The figure is standing on a horizontal line, and the wall is represented by a vertical line with a small rectangular block at the top.

I'll catch you

cheese

+his is
not good

Do not touch

evacuate